

## English Language Arts Gap Analysis—Grade: 7

Grade: 7	Content* reflected in this standard addressed in the curriculum ( <i>Cite evidence</i> )	Classify alignment	Content* that needs to be added to curriculum to achieve alignment	Degree to which curriculum requires students to achieve cognitive demands* required by this standard	Changes required to guarantee students will achieve the required cognitive demands*
<b>READING STANDARDS FOR LITERATURE</b>					
<b>Key Ideas and Details</b>					
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partial <input type="checkbox"/> Does not	
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
<b>Craft and Structure</b>					
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy,		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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sonnet) contributes to its meaning.		<input type="checkbox"/> No		<input type="checkbox"/> Does not	
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
<b>Integration of Knowledge and Ideas</b>					
7. Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
8. (Not applicable to literature)		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. Include texts that contain portrayals and/or accounts by and about American Indians.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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### Range of Reading and Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
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### READING STANDARDS FOR INFORMATIONAL TEXT

#### Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of		___ Full ___ Partial		___ Fully ___ Partially	
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	what the text says explicitly as well as inferences drawn from the text.	___ No		___ Does not	
2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
<b>Craft and Structure</b>					
4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
6.	Determine an author's point of view or purpose in a text, including those by and about Montana American	___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	

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Indians, and analyze how the author distinguishes his or her position from that of others.					
<b>Integration of Knowledge and Ideas</b>					
7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Include texts by and about Montana American Indians.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Include texts by and about Montana American Indians.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
<b>Range of Reading and Text Complexity</b>					
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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proficiently, with scaffolding as needed at the high end of the range.					

### WRITING STANDARDS

#### Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
a. Introduce claim(s), acknowledge alternate or		<input type="checkbox"/> Full <input type="checkbox"/> Partial		<input type="checkbox"/> Fully <input type="checkbox"/> Partially	

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<p>opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>		<p>___ No</p> <p>___ Full ___ Partial ___ No</p> <p>___ Full ___ Partial ___ No</p> <p>___ Full ___ Partial ___ No</p> <p>___ Full ___ Partial ___ No</p>		<p>___ Does not</p> <p>___ Fully ___ Partially ___ Does not</p> <p>___ Fully ___ Partially ___ Does not</p> <p>___ Fully ___ Partially ___ Does not</p> <p>___ Fully ___ Partially ___ Does not</p>	
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization,		<p>___ Full ___ Partial ___ No</p>		<p>___ Fully ___ Partially ___ Does not</p>	



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and analysis of relevant content.					
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
e. Establish and maintain a formal		<input type="checkbox"/> Full		<input type="checkbox"/> Fully	

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<p>characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>		<p>___ Full ___ Partial ___ No</p> <p>___ Full ___ Partial ___ No</p> <p>___ Full ___ Partial ___ No</p>		<p>___ Fully ___ Partially ___ Does not</p> <p>___ Fully ___ Partially ___ Does not</p> <p>___ Fully ___ Partially ___ Does not</p>	
<b>Production and Distribution of Writing</b>					
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		<p>___ Full ___ Partial ___ No</p>		<p>___ Fully ___ Partially ___ Does not</p>	
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting,		<p>___ Full ___ Partial ___ No</p>		<p>___ Fully ___ Partially ___ Does not</p>	

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or trying a new approach, focusing on how well purpose and audience have been addressed.					
6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
<b>Research to Build and Present Knowledge</b>					
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Include sources and/or topics by and about American Indians.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
9. Draw evidence from literary or informational texts to support		<input type="checkbox"/> Full <input type="checkbox"/> Partial		<input type="checkbox"/> Fully <input type="checkbox"/> Partially	

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analysis, reflection, and research.  a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.”).  b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.”).		<input type="checkbox"/> No  <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No   <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Does not  <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not   <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
<b>Range of Writing</b>					
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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<b>SPEAKING AND LISTENING STANDARDS</b>					
<b>Comprehension and Collaboration</b>					
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
d. Acknowledge new information expressed by others and, when warranted, modify their own views.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
<b>Presentation of Knowledge and Ideas</b>					
4. Present claims and findings, emphasizing salient points in a focused, coherent manner with		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.					
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	



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LANGUAGE STANDARDS					
Convention of Standard English					
1. Demonstrate command of the conventions of standard English		<input type="checkbox"/> Full <input type="checkbox"/> Partial		<input type="checkbox"/> Fully <input type="checkbox"/> Partially	

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function in a sentence) as a clue to the meaning of a word or phrase.		___ No		___ Does not	
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
a. Interpret figures of speech (e.g.,		___ Full		___ Fully	

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<p>literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>d. Recognize the influence time, culture, gender and social relationships have upon word meaning.</p>		<p><input type="checkbox"/> Partial <input type="checkbox"/> No</p> <p><input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No</p> <p><input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No</p> <p><input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No</p>		<p><input type="checkbox"/> Partially <input type="checkbox"/> Does not</p> <p><input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not</p> <p><input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not</p> <p><input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not</p>	
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		<p><input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No</p>		<p><input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not</p>	